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ABSTRACT

As part of a broader national effort, 500 New Yorkers statewide responded to a survey of attitudes toward higher education in 2000. In many ways, the attitudes of New Yorkers are similar to those of respondents to a national survey. The four conclusions emerging from this research are supported by national findings: (1) New Yorkers believe that higher education is vitally important for success in the contemporary world, with 88% believing that a college degree now as important as a high school diploma used to be; (2) higher education means more than just a piece of paper, as interpersonal skills learned in college are valued highly; (3) New Yorkers believe that the main responsibility for success in higher education rests with the students, but they also expect institutions to help those who help themselves; and (4) paying for college is difficult but feasible, with 56% of New Yorkers disagreeing that families are doing a good job saving for college. In common with respondents from the rest of the United States, New York residents support a range of financial aid proposals to increase access to higher education. (SLD)

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How New Yorkers View Higher Education

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GREAT EXPECTATIONS:

How New Yorkers View Higher Education

By John Immerwahr

A Report Prepared by Public Agenda
And Funded by the School of Education, New York University

October 2000

NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION
PUBLIC AGENDA

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Foreword

Great Expectations: How New Yorkers View Higher Education is part of a broader effort of the National Center for Public Policy and Higher Education and Public Agenda to stimulate a public discussion about the role of colleges and universities in maintaining and enhancing the opportunities for all Americans to participate fully in our society. This state survey complements a larger survey administered to the entire nation and released in May, called *Great Expectations: How the Public and Parents—White, African American and Hispanic—View Higher Education.* These reports are available in full at www.highereducation.org, and supplemental information is available at www.publicagenda.org.

John Immerwahr, the author of both the national and New York reports, has done a masterful job of explaining the most significant trends in public attitudes about higher education, and of illuminating the key similarities between the views of residents of the State of New York and of Americans generally. His findings are based on a national sample of over 1,000 adults and a state sample of 500 New Yorkers.

We would like to thank the School of Education at New York University and Dean Ann Marcus for sponsoring this special survey of New Yorkers' views. We would also like to extend our appreciation to the organizations whose financial support made the national report possible: The Ford Foundation, the Consortium for Policy Research in Education, and the National Center for Postsecondary Improvement.

Patrick M. Callan
President
National Center for Public Policy
and Higher Education

In early 2000, Public Agenda surveyed 500 New Yorkers statewide to determine their attitudes toward higher education. In many ways, the attitudes of New Yorkers regarding higher education are strikingly similar to the views of the nation as a whole, as revealed in our broader survey of public attitudes, *Great Expectations: How the Public and Parents—White, African American, and Hispanic—View Higher Education.* Four major conclusions emerged from our New York research, which are also supported by what we found nationwide.

For the purpose of this research, we define higher education broadly to include all education and training beyond high school, including two- and four-year, public and private, for-profit and nonprofit institutions.

Finding One:

NEW YORKERS BELIEVE THAT HIGHER EDUCATION IS VITALLY IMPORTANT FOR SUCCESS IN THE CONTEMPORARY WORLD.

Most people in New York believe that a higher education is essential for a person to succeed in today's world. In effect, New York residents now see a college education as having replaced a high school diploma as the minimum entry ticket to a solid job and a middle-class lifestyle.

In the survey we found:

- ★ Fully 88% strongly or somewhat agree that a college degree has become as important as a high school diploma used to be.
- ★ Only 20% think that it is possible to reach a point where too many people have a college degree; the overwhelming majority (76%) believe that this is one area where there can never be too much of a good thing.

As higher education is being seen as more important for success in today's economy and society, the public is also placing a premium on the significance of preserving access to higher education for anyone who is sufficiently qualified and motivated. In effect, New Yorkers see access to higher education as equivalent to access to the American dream. They believe that it is vitally important that we provide adequate opportunities for a higher education to all qualified and motivated individuals. Specifically, New Yorkers do not want students to be excluded from a college education by cost alone. Seventy-seven percent strongly agree that we should not allow the price of a college education to keep qualified and motivated students from going to college.

Finding Two:

HIGHER EDUCATION IS MORE THAN JUST A PIECE OF PAPER.

New Yorkers have high expectations for what they expect students to take away from a college education. We presented our respondents with a list of factors and asked how important each was as a goal for a college education. A very important factor is that students gain a sense of maturity and learn how to manage on their own, with 72% saying that this is absolutely essential. Seventy-two percent also say that it is absolutely essential for students to learn how to get along with people different from themselves.

Although these general interpersonal skills top the list, there are a number of other skills that are rated as absolutely essential by New Yorkers, such as learning to solve problems and think analytically (68%), learning high-tech skills (65%), learning the specific expertise and knowledge in the careers they have chosen (61%), and gaining top-notch writing and speaking skills (59%).

The New York public also has high expectations for the administrators who run local colleges and universities. For example, 69% say it is absolutely essential for colleges to hire the best teachers and researchers, and 63% say that colleges should ensure that students work hard to achieve high academic standards.

Although the state's residents have high expectations about what students need to learn, they are divided about the degree to which employers reward credentials rather than ability. Half (50%) believe that college graduates get higher salaries because having a college degree means someone has skills and accomplishments, but an almost equally high 43% think that employers are just impressed by the degree.

The public has high expectations, but they also seem to be pleased with the job New York's public and private colleges and universities are doing, especially as compared to the performance of the state's high schools. Sixty percent give the colleges in the state an excellent or a good rating, as opposed to only 38% who give state high schools a good or excellent rating.

Finding Three:

NEW YORKERS BELIEVE THAT THE MAIN RESPONSIBILITY FOR SUCCESS IN HIGHER EDUCATION RESTS WITH THE STUDENT, BUT THEY ALSO EXPECT INSTITUTIONS TO HELP THOSE WHO HELP THEMSELVES.

The New York public sees a higher education not as an entitlement, but as something students should have to work for, and the notion of a free higher education is not attractive to very many state residents. Seventy-one percent strongly or somewhat agree that students only appreciate the value of an education when they have some personal responsibility for paying what it costs.

By the same token, New York residents feel that what a student gets out of a college education is largely a result of the amount of effort the student puts in. We asked our New York respondents whether the benefits of a higher education depend more on how much effort the student puts in or on the quality of the college. The overwhelming majority (88%) said that effort was the key.

New Yorkers also place the responsibility for success in college on the student. Sixty-eight percent say that when a student falls behind, it is primarily the responsibility of the student to get back on track. This does not mean that colleges have no responsibility; 70% also agree that colleges should provide advisors and counselors for students who fall behind, rather than take more severe measures.

When it comes to financial aid, New Yorkers continue to emphasize individual effort, believing that aid should go first to students who work hard. Eighty-seven percent say that they would prefer to give financial aid to a student with average skills who works hard, rather than to a student with excellent skills who does not work hard.

Finding Four:

PAYING FOR COLLEGE IS DIFFICULT BUT DOABLE.

College is perceived as expensive, and 56% of New York residents strongly or somewhat disagree that families are doing a good job of saving for college. New Yorkers are divided on the question of whether there are many qualified people who are currently unable to go to college. Forty-eight percent say that the vast majority of those who are qualified have the opportunity to go to college, while 45% feel that there are many people who are qualified to go to college but do not have an opportunity to do so.

But the vast majority of New Yorkers are convinced that where there is a will, there is a way. Eighty-five percent either strongly (62%) or somewhat (23%) agree that people who really want to go to college can find a way to pay for it even if they have to go to school and work at the same time.

New Yorkers also support a broad range of financial aid proposals, with 82% thinking that the government should offer more tax breaks for students, 75% favoring more funds for work-study, and 66% favoring more money for loans. Direct grants to students were somewhat less popular; only half (50%) favored more money for grants.

New York and the Nation at Large

In relation to the questions we asked, we found that the attitudes of New York residents are very similar to the attitudes of the nation as a whole (see supporting tables).

Supporting Tables

Table One

Satisfaction with High Schools and Colleges

Are the [INSERT ITEM] in your state doing an excellent, good, fair or poor job, or don't you know enough to say?

% responding	*National*	*New York*
Public High Schools		
Excellent	6	8
Good	27	30
Fair	28	26
Poor	13	13
Don't Know	25	24
Colleges		
Excellent	15	12
Good	42	48
Fair	13	14
Poor	3	2
Don't Know	28	23
Four-Year Colleges		
Excellent	15	14
Good	40	48
Fair	10	11
Poor	2	2
Don't Know	33	25
Two-Year Colleges		
Excellent	14	15
Good	36	39
Fair	14	14
Poor	2	3
Don't Know	34	29

National, n = 1,015; New York, n = 500.

Note: Percentages in tables may not equal 100% due to rounding or missing answer categories.

Table Two

Attitudes toward Higher Education

% responding	National	New York
We should not allow the price of a college education to keep students who are qualified and motivated to go to college from doing so		
Strongly agree	78	77
Somewhat agree	15	18
Somewhat disagree	3	2
Strongly disagree	2	2
A college education has become as important as a high school diploma used to be		
Strongly agree	68	70
Somewhat agree	19	18
Somewhat disagree	8	7
Strongly disagree	4	3
If someone really wants to go to college, they can find a way to pay for it, even if they have to go to school and work at the same time		
Strongly agree	63	62
Somewhat agree	24	23
Somewhat disagree	8	10
Strongly disagree	5	4
Today's colleges should be doing a much better job of keeping their costs down		
Strongly agree	60	62
Somewhat agree	23	22
Somewhat disagree	7	7
Strongly disagree	4	4
Students have to borrow too much money to pay for their college education		
Strongly agree	56	58
Somewhat agree	24	21
Somewhat disagree	11	11
Strongly disagree	4	5
Students appreciate the value of a college education only when they have some personal responsibility for paying what it costs		
Strongly agree	47	47
Somewhat agree	27	24
Somewhat disagree	16	17
Strongly disagree	8	9
Almost anyone who needs financial help to go to college can get loans or financial aid		
Strongly agree	33	32
Somewhat agree	29	29
Somewhat disagree	17	19
Strongly disagree	15	14
There are too many students in college who don't belong there		
Strongly agree	27	25
Somewhat agree	22	22
Somewhat disagree	22	24
Strongly disagree	18	18
Most families today do a good job of saving for their children's college education		
Strongly agree	10	13
Somewhat agree	18	24
Somewhat disagree	33	29
Strongly disagree	32	27

National, n = 1,015; New York, n = 500.

Note: Percentages in tables may not equal 100% due to rounding or missing answer categories.

Table Three

What Should a Student Gain from College?

How important is each of the following in terms of what students should gain from attending college? [INSERT ITEM] Is that absolutely essential, important but not essential, or not too important?

% responding	National	New York
A sense of maturity and how to manage on their own		
Absolutely essential	71	72
Important but not essential	26	25
Not too important	2	2
An ability to get along with people different from themselves		
Absolutely essential	68	72
Important but not essential	29	26
Not too important	2	2
An improved ability to solve problems and to think analytically		
Absolutely essential	63	68
Important but not essential	34	31
Not too important	1	1
Learning high-tech skills, such as using computers and the Internet		
Absolutely essential	61	65
Important but not essential	35	29
Not too important	4	5
Specific expertise and knowledge in the careers they have chosen		
Absolutely essential	60	61
Important but not essential	35	35
Not too important	4	3
Top-notch writing and speaking skills		
Absolutely essential	57	59
Important but not essential	38	37
Not too important	4	3
The responsibilities of citizenship, such as voting and volunteering		
Absolutely essential	44	48
Important but not essential	47	42
Not too important	9	3
Exposure to great writers and thinkers in subjects like literature and history		
Absolutely essential	32	35
Important but not essential	53	53
Not too important	14	12

National, n = 1,015; New York, n = 500.

Note: Percentages in tables may not equal 100% due to rounding or missing answer categories.

Methodology

This report is based on a telephone survey of 500 adults aged 18 years or older who reside in New York. It complements a national telephone survey of 1,015 adults. The interviews with New York residents were conducted in January 2000 and averaged 28 minutes in length. The interviews were conducted using a random sample of households in New York and a standard, random-digit-dialing technology whereby every household in the region covered had an equal chance of being contacted, including those with unlisted numbers. The margin of error for the 500 randomly selected New York adults is +/– 4 percentage points.

The questionnaire was designed by Public Agenda, and all interpretation of the data reflected in this report was done by Public Agenda. As in all surveys, question order effects and other non-sampling sources of error can sometimes affect results. Steps were taken to minimize these, including extensively pre-testing the survey instrument and randomizing the order in which some questions were asked.

About the Author

John Immerwahr is a Senior Research Fellow at Public Agenda and Associate Vice President for Academic Affairs at Villanova University. He has written several previous Public Agenda reports on higher education, including *Doing Comparatively Well: Why the Public Loves Higher Education and Criticizes K–12* (1999); *The Price of Admission: The Growing Importance of Higher Education* (1998); *Preserving the Higher Education Legacy: A Conversation with California Leaders* (1995); and *The Closing Gateway: Californians Consider Their Higher Education System* (1993). In addition, he has authored and co-authored a number of other Public Agenda reports on education, including the groundbreaking national study, *First Things First: What Americans Expect from the Public Schools* (1994) and, for the 1996 National Education Summit of the nation's governors and business leaders, *Americans' Views on Standards: An Assessment by Public Agenda* (1996). Other state-specific studies written by Dr. Immerwahr include *What Our Children Need: South Carolinians Look at Public Education* (1996) and *The Broken Contract: Connecticut Citizens Look at Public Education* (1993).

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98-1 *Concept Paper: A National Center to Address Higher Education Policy,* by Patrick M. Callan (March 1998). Describes the purposes of the National Center for Public Policy and Higher Education.

98-2 *The Price of Admission: The Growing Importance of Higher Education,* by John Immerwahr (Spring 1998). A national survey of Americans' views on higher education, conducted and reported by Public Agenda.

98-3 *Organizing for Learning: The View from the Governor's Office,* by James B. Hunt Jr., Governor of North Carolina and Chair of the National Center for Public Policy and Higher Education (June 1998). An address to the American Association for Higher Education concerning opportunity in higher education.

98-4 *Tidal Wave II Revisited: A Review of Earlier Enrollment Projections for California Higher Education,* by Gerald C. Hayward, David W. Breneman and Leobardo F. Estrada (September 1998). Finds that earlier forecasts of a surge in higher education enrollments are accurate.

98-5 *The Challenges Facing California Higher Education: A Memorandum to the Next Governor of California,* by David W. Breneman (September 1998). Concludes that the next governor should give serious consideration to exploring a new Master Plan for Higher Education.

98-6 *Federal Tuition Tax Credits and State Higher Education Policy: A Guide for State Policy Makers,* by Kristin D. Conklin (December 1998). Examines the implications of the new federal income tax provisions for students and their families, and makes recommendations for state higher education policy.

98-7 *Higher Education Governance: Balancing Institutional and Market Influences,* by Richard C. Richardson, Jr., Kathy Reeves Bracco, Patrick M. Callan, and Joni E. Finney (November 1998). Describes the structural relationships that affect institutional efficacy in higher education, and argues that effective state policy achieves a balance between institutional and market forces.

98-8 *The Challenges and Opportunities Facing Higher Education: An Agenda for Policy Research,* by Dennis Jones, Peter Ewell, and Aims McGuinness (December 1998). Argues that due to substantial changes in the landscape of postsecondary education, new state-level policy frameworks must be developed and implemented.

99-1 *Taking Responsibility: Leaders' Expectations of Higher Education,* by John Immerwahr (January 1999). Reports the views of those most involved with decision-making about higher education, based on a survey and focus groups conducted by Public Agenda.

99-2 *South Dakota: Developing Policy-Driven Change in Higher Education,* by Mario Martinez (June 1999). Describes the processes for change in higher education that government, business and higher education leaders are creating and implementing in South Dakota.

99-3 *State Spending for Higher Education in the Next Decade: The Battle to Sustain Current Support,* by Harold A. Hovey (July 1999). This fiscal forecast of state and local spending patterns finds that the vast majority of states will face significant fiscal deficits over the next eight years, which will in turn lead to increased scrutiny of higher education in almost all states, and to curtailed spending for public higher education in many states.

00-1 *A State-by-State Report Card on Higher Education: Prospectus* (March 2000). The National Center is developing a state-by-state report card that compares and evaluates each state's performance in higher education. The goal of the report card is to stimulate the creation of state policies that enhance opportunity and achievement in higher education.

00-2 *Great Expectations: How the Public and Parents—White, African American and Hispanic—View Higher Education,* by John Immerwahr with Tony Foleno (May 2000). This report by Public Agenda finds that Americans overwhelmingly see higher education as essential for economic mobility; parents overwhelmingly believe that their children must go to college; and African American and Hispanic parents value higher education especially highly. The report is based on the most extensive survey ever conducted on public views about higher education.

The following reports by John Immerwahr compare state residents' views on higher education to those of Americans generally:

00-2b *Great Expectations: How Pennsylvanians View Higher Education* (May 2000).
00-2c *Great Expectations: How Floridians View Higher Education* (August 2000).
00-2d *Great Expectations: How Coloradans View Higher Education* (August 2000).
00-2e *Great Expectations: How Californians View Higher Education* (August 2000).
00-2f *Great Expectations: How New Yorkers View Higher Education* (October 2000).

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